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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

N. E. A. Atmosphere

WE HAVE never allowed ourselves to judge the atmosphere of any convention while it is in session. The Hall of Fame allows no one to be voted for until ten years after death, and the fame of most would-be applicants is dead by that time.

We are writing of the "N. E. A. Atmosphere" of 1926 nearly a thousand miles west of Philadelphia on Wednesday, July 14. We left that city on Friday, July 2. In the days since then we have lectured in State Teachers Colleges in West Virginia, Indiana, Kansas, and Nebraska, and have spent at least one week-end day in Washington and Chicago, and everywhere have visited with persons who were at the Philadelphia meeting.

This has given us a good opportunity to get a reliable line on the atmosphere of the N. E. A. in action in this convention.

Without a single exception the initial comment has been something like this: "Never got so much out of a program," "It was the most profitable meeting I have attended," "Never heard so little that was useless," "There were almost no stock stories," "Highest average program I have known."

Our own thought, two weeks after, is that the National Education Association is stabilized progressively. There was no fear of anything new, no anxiety about an earthquake or a volcano. No one was scared about anything. The headquarters staff is functioning sanely and prosperously. Dr. Blair was nominated by the Chicago Teachers Federation and Superintendent McAndrew, which characterized the peace and prosperity atmosphere of the annual meeting of the N. E. A. of 1926.

Riverbank Lodge

RIVERBANK LODGE, Sherborn, Massachusetts, the property of the Massachusetts State Teachers Federation, has opened its professional hospitable doors quite wonderfully this first season, demonstrating beyond all question that it is already the finest demonstration in the world of teachers' joyful service to teachers in service.

There is no hotel life by sea or lake more refreshing and exhilarating socially than at Riverbank Lodge.

Now, let us all have some part in it. Send magazines and books. Yes, some bit of furnishing, table linen, china cups and saucers, silver or "community silver" for dining table or tea table, napkins and towels; yes, sheets and pillow cases.

Let's give a real 1926 vacation shower to Miss Cora Bigelow, hostess, through whom this famous gift was made to the Massachusetts State Teachers Federation. Send something to her at Riverbank Lodge, Sherborn, Massachusetts.

The International Educator

FROM the standpoint of statesmanship John H. Finley of the New York Times was the outstanding figure in Philadelphia. His fearless championship that the money received from European nations as war payments should be wholly or largely re-invested in the education of the children of those countries was the one stirring note of appeal by the hundred and more persons on the various programs. It was not merely the thing said but the way in which it was said, and the reasons given for saying it, which made Dr. Finley's address one of the most significant utterances of the National Education Association in the seventy years of its functioning.

Professional Summer Sessions

NO OTHER professional service is so important to the promotion of the Americanization of the teachers of America as are the summer sessions of teachers' training institutions.

The faculty of the summer session has several members of exceptional ability from sections of the country far removed. They are of exceptional ability or they would not be there. The director of the summer session is watching the talent of other institutions, and selects teachers that are eminently successful elsewhere. He especially watches the talent at national conventions for attractions.

The faculty of the institution during the regular year is especially alert-minded and progressive-spirited in the summer session. There are two reasons for this. They would like to establish a reputation for being attractive as members of a summer session faculty in anticipation of invitations to enjoy an opportunity to serve on the faculty of summer sessions in other sections of the country.

Every institution is desirous of having an especially large summer session from a wide area, and this is of advantage to every member of the faculty, which results in the elimination of every individualistic trait which has any suspicion of disagreeableness toward other members of the faculty or toward any student.

There is a tendency to help and to boost students over hard places in sometimes striking contrast to the disposition of the same professor from September to May.

The students in the summer sessions have four times as much opportunity to hear lectures and musical talent as in the same length of time in the regular school year. There is a gladsome spirit in the air in the summer session that inclines every one to appear at his best and be at his best all the time.

An important feature of this Americanization of the teachers is the fact that the comradeship of the regular faculty has been nationalized by the faculty association of the summer, which is heightened by the return to the faculty in September of those who have been away on other faculties in the summer.

Is there any way in which the money of those who would like to promote the Americanization of American schools can achieve so much as to promote through publicity and talent the professional summer sessions of the country?

Eureka School Plan

EUREKA, California, has developed "The Eureka School Plan," which the Chamber of Commerce is promoting so ardently that it is attracting national attention. "Redwood Chips" is an account of the work in Eureka prepared by George C. Jensen, principal of secondary schools in the city.

"The Basic Principles" are as follows:—

THE SEVEN BASIC PRINCIPLES

"Every individual, regardless of age, race, color or creed, has an inalienable right to receive at public expense that training which will best fit him for the job of life; but, no individual, either because of unwillingness to work or mental inability to maintain a reasonable standard, has a right to interfere with the growth of another.

"There are at least four branches to every well-organized school system: The home; the employing establishments; the school proper; and all other organizations

of the community; and if the training is to be proper, each of these branches of the school system must assume its full responsibility, for responsibilities cannot be delegated—they can only be assumed or neglected.

"There are at least three distinct types of students in any modern high school, with radically different objectives; and the school has an obligation to serve each of these types efficiently.

"It is wrong and vicious to set a standard for an individual lower than that which can be reached by the individual; and it is equally vicious to set a standard too high for the individual. Inasmuch as individuals differ and differ widely there must be a wide range in standards.

"Academic and industrial education do not represent two different kinds of education, but these merely represent two different means for arriving at the same ends, that of preparing for life. Knowledge, skill and ideals are constant underlying objectives utterly regardless of the subject.

"A lateral extension of the curriculum cannot take care of a vertical difference in mental ability or in willingness to work.

"The leadership rests largely with school officials because they have control of large, well-organized agencies (the schools) and are in touch with practically every home of the communities. This gives school officials a near-monopoly which, if capitalized, can in a short time bring these or any other principles into being. The subtle force of propaganda should be made proper use of."

Arthur MacDonald's Mission

ONE of the most interesting acts of Congress before it adjourned was to pass the following resolutions sponsored by Senator Copeland and Congressman Kindred, both of New York.

The Senate resolution is as follows:—

"Resolved, That the secretary of the Senate shall employ Arthur MacDonald to make scientific studies of man, at a salary not to exceed $2,000 per annum, to be paid out of the contingent fund of the Senate until otherwise directed.

"Said studies shall be along anthropological, psycho-physical and statistical lines, and the said Arthur MacDonald shall report annually to the vice-president the results of his studies and investigations, which, with the approval of that officer, shall be published.

"The House resolution is more explicitly cautious in phraseology. It follows:—

"Resolved, That the clerk of the House shall employ Arthur MacDonald to make scientific studies of man, including a study of Congress and its activities, at a salary of $1,000 per annum to be paid out of the contingent fund of the House until otherwise provided for by law.

"Said studies shall be along anthropological, psycho-physical and statistical lines, and said Arthur MacDonald shall report annually the results of his studies and investigations to the speaker of the House, which shall be published with the approval of that officer, but not otherwise.

"Under no circumstances shall the name of any member of Congress be mentioned."

Dr. Arthur MacDonald has been an interesting figure in education and in Washington for a third of a century. He was connected with the United States Bureau of Education for several years.

This comes nearer providing him an opportunity he has desired than any that he has ever had.

Senator Copeland, who introduced the Senate resolution, believes that the Congressional study will be incidental to what may be accomplished in a wider field.

Senator Copeland, an eminent physician, says: "I have known of Dr. MacDonald and of his writings for many years. He has done outstanding work in the study of criminology and in the compilation of certain statistical material. The United States government has collected a vast amount of statistics and information that has never been put to any practical use. I hope that Dr. MacDonald can have the opportunity to study some of this existing material to determine from a statistical standpoint whether something of value may not be learned from it."

Such a send-off by an authority like Dr. Copeland can but give high prestige to Dr. MacDonald.

We are much interested in this scientific adventure, as Dr. Arthur MacDonald has been a frequent writer for the Journal of Education for many years.

Miss Kate Stevens of London, England, corresponding member of the National Education Association, attended the Philadelphia meeting. She brought gracious expressions of cordiality from three British associations—the National Union of Teachers (47,000 members), the National Association of Head Teachers (principals), and the London Teachers' Association. Miss Stevens is making her second journey around the world, visiting English-speaking countries.

I Hear the Children Singing

By A. E. WINSHIP

[Address at closing session of the National Education Association, Philadelphia, 1926.]

THERE are three highly important suggestions in the statement, "I hear the children singing."

The keystone in the arch is *children.*

The arch rests on one side on *hearing* children.

The other side of it rests on the children *singing.*

All future industrial and commercial, social and civic, educational and religious functioning in America will rest upon children in school this year and upon those who will be in school for the next twelve years.

Those in school now and those who will be in school in the next twelve years will be active men and women from eighteen to forty-two years of age in 1950. With those who are in school today and those who are to be in school in the next twelve years will be the fate for good or ill, for hope or fear, for success or failure, for virtue or vice in America, for they will swing along and sweep along as the controlling factor in city and county, in state and nation. They will largely determine what will be done, when it will be done, and how it will be done.

And yet, strange to say, as children they receive slight attention when any issue is raised between the importance of children and of grown-ups. A man prominent enough to have won a nomination as a candidate for the governorship in one of our large states in 1926 publishes an appeal for votes on the ground that he will ignore the importance of school children in order to save the taxes of old folks. Among other great financial achievements for grown-ups he has promised to make public school children use school books that will cost not more than four cents each. If parents want good books for their children, books that will cost more than four cents, they can send them to private schools, but four-cent books will be good enough for public school children, when bought out of tax money. This seems too absurd to be possible, but it is not one whit more ridiculous than for men and women—not in insane asylums—to vote against the Child Labor Amendment on the ground that children should not have any school books at all, or be in school, if grown-ups want the children in mills and factories in order to increase dividends or work in beet fields to enhance profits. Nor is it any more absurd to insist that a four-cent school book is good enough for a public school child in order to save the taxes of millionaires and other folks than it is to oppose a Federal Department of Education with a Secretary in the Cabinet on the ground that such a Department and such a Cabinet Secretary may upset the political plans, financial schemes, or institutional ambitions of some grown-ups in some one or more of the forty-eight states in the Union. No one opposes Child Labor Laws or a Department of Education in order to provide better education for children, but purely and selfishly because it interferes with plans and interests of grown-ups.

Why mortgage the efficiency, the intelligence, the comfort, the usefulness of the manhood and womanhood of America in 1950 for a puttering dividend in taxes, in political power or in institutional influence of grown-ups today?

With infant damnation in theology, past or present, we have naught to do, but we do protest against any footprints thereof in education. It is always in evidence when we measure or test children by what they don't know that adults know rather than by what they know that they should know. Thomas A. Edison won world fame by knowing what no one else knew, by doing what no one else could do, but when he slopped over into pedagogy and insisted that other people should be tested by what they did not know, by what they could not do, and asserted that that principle should dominate the schools, he adopted the pedagogical theology of infant damnation.

"I hear the children singing." It has been of no avail that children had music or art, genius or science in their soul, for no educator would hear the sound thereof in children. There is no sound unless there is an ear to hear. Thunder is noiseless unless its waves strike some ear. Within the last twelve months an educator, by the use of large appropriations by a benevolent Foundation, has investigated ten thousand of the ten million elementary school children of America, and knows what some school people have been saying for a third of a century, that while four out of five children can wisely "drill" on any regulation scheme of education, about one in five should not be harnessed with an ox to a plow. There are Percheron minds that should be trained to pull heavy loads and thoroughbreds that should be trained in speed.

While there is no appreciable relation between the "horse power" of a Percheron and of a thoroughbred the world estimates all power by "horse power," meaning neither Percheron nor thoroughbred, but the ordinary

horse on farm or track. A clever story is going the rounds in the funny columns of the press. A lad saw a Percheron pulling a vast load, and asked his father how many horse power the Percheron had. Educators have refused to credit any child with any power except the traditional "drill" power in things that he did not want to know, did not want to do. They have hitched a thoroughbred with a Percheron, and credited the thoroughbred with being a moron in team work, while specialists in speed have mated a Percheron with a thoroughbred and rated the Percheron as a moron in speed.

"I hear the children singing." This carries us forward to the glowing suggestion, "Suffer little children to come unto Me and forbid them not, for of such is the Kingdom of Heaven." Isn't it strange that theological infant damnation survived for two thousand years after it was clearly said that Heaven, and not the other place, was the natural abode of children?

Music alone takes rhythm, melody, and harmony into the school. It alone gives the thrill that makes minds throb and hearts glow. Is there any public school course of study that provides, more than fifteen minutes a day, the thrill of rhythm, melody and harmony? Is there any public school that does not require at least half of the day on drill that is useless and worse than useless for one-fifth of the children? Experts on the diamond say that no man has ever learned to be an artist at the bat or behind the bat, at skilful pitching or artistic base guarding who did not love to practice his specialty when a boy. The National League managers select their talent at sand-lot games and from school leagues.

It is universally known that a musician must have musical freedom as a child. Not to hear the children singing, not to free them from tedious drill on things worse than useless for them, not inspiring practice with voice and ear, is one of the great pedagogical crimes. To thrill the soul of a child with high art, to make a school throb with some master emotion will be remembered for life. A school boy leader of a chorus, an orchestra or a band has an influence far above traditional scholarship. A brilliant soloist, vocal or instrumental, stirs the pride of a whole community as well as of the school. An artistic accompanist makes every schoolmate's whole being tingle with rhythm, melody and harmony.

A race horse in his first colt's year is stabled at a race track where he hears the winning horses calling to one another, is always seeing the horses racing. Before the pure-bred racing colt ever has a boy on his back he gets all the excitement of the race, and every muscle quivers with aspiration for the track. When will the schools give the same thrill of aspiration and inspiration to boys and girls for high intellectual achievement? When will we hear the soul of children throbbing with the joy of achievement?

In the summer of 1926 Dr. Richard C. Cabot of Boston and Dr. Clarence Gamble of Philadelphia demonstrated the achievement of medical science in their creation of an instrument that will hear every heart beat and every living movement, and record it on a cylinder as a record so that there can be in every hospital in the world, yes, in every physician's office, ready for hearing at a moment's notice, the action of heart and lungs in every serious irregularity. When will educators hear the children singing, yes, hear the rhythm, melody and harmony of their inmost beings instead of thinking first, last, and all the time of "subject method," of the artistic aspiration and inspiration instead of drill in technique? When a child wants the result of technique he will practice indefinitely for it, but when he cares nothing for it he will never get it through forced drilling. The test of musical talent is hearing one practice for perfection. There is no talent lurking in the soul of one who has to be driven to a task. Hear the children! Let them lead the teacher instead of being driven by the teacher. Hear ye the children, for of them is the Kingdom of Heaven.

I do not count myself competent to say who is loyal to America, but if I ever should undertake to fashion a definition, it would be something like this: I shall count that man a good patriotic American regardless of where his ancestors were born, regardless of what language they spoke, regardless of what church altar he bows his knees upon,—I shall count him a true American citizen if in word and in deed he seeks, through enactment and enforcement of laws and through his own co-operation, to give this underhuman forest, these boys and girls, a fair chance and a square deal. And I shall count that man disloyal to the America that I know and love,—I do not care how many times a day he stands and sings "The Star Spangled Banner," I do not care how many times he stands and reads the Preamble to the Declaration of Independence or to the Constitution of the United States,—I shall count him disloyal if in word and in act he is disloyal to the interests of the childhood of this Republic.

—Francis G. Blair, President, N. E. A.

Dallas and the Southwest

By A. E. WINSHIP

EVERY teacher, principal, supervisor, superintendent and member of a Board of Education should have Dallas and the Southwest on his heart and soul as well as on his mind during the next six months.

Not everyone can go to the meeting of the Department of Superintendence in February, but everyone can be represented there. Every superintendent will be there if the Boards of Education of the cities from Bellingham and Calais to Miami and San Diego have any conception of their official responsibility, educationally and civically.

For a city to have a superintendent of schools after next March who has never been in Texas will be a greater civic error than to have one who has had no university graduate work.

Historically, Texas has been functioning nobly for the United States in several emergencies for more than eighty years, and no one should be allowed to teach in any school under the Stars and Stripes who does not know and appreciate what the United States is, that it never could have been but for the fact that Texas has played the United States game in every emergency.

No one can think of the United States as it would have been but for the part Texas had played in her history.

Industrially and commercially, Texas is one of the most important states in the Union, and no one should be allowed to teach geography or history in any school in the United States who does not know and appreciate the vastness and resourcefulness of the state that is an empire.

There has been no greater agricultural triumph in the New World than the transformation of the long-horn, lank range cattle of other days into shorthorns and Herefords, Jerseys and Guernseys. Texas has the largest herds of each of these breeds on the continent.

No one can frame language that can adequately express the industrial significance of transforming the boundless plains of a cattle ranging country into a state with several modernized cities of more than 150,000 people; others above 100,000 population, and about twenty up-to-the-minute cities of from fifteen to fifty thousand people, all shooting upward.

A thousand dollars in library books and wall pictures on any feature of America, historically, industrially, or commercially, would be a negligible investment as compared with having a representative of any city spend a week in Dallas, the wonder city of America, and live in the city he represents, talking, writing, thinking inspirationally of the America that has produced a Dallas.

In Texas they are thinking what it will mean to them to have ten thousand people of high intelligence, in the prime of life, leaders of a vast array of children, broadcasting the glory of Texas to every state and city of the country, but to me it is, rather, what it will mean to civilization and education, to the civic and social, the industrial and economic life of Americans for years in the future to have local leaders from sea to sea, from lake to gulf, aglow with appreciation of a country that could capture the great Southwest with its people; that could make cities like Dallas and Fort Worth, Houston and Galveston, San Antonio and El Paso, Beaumont and Wichita Falls, Austin and Waco.

Why this enthusiasm over the meeting of the Department of Superintendence in Dallas? Because I have known Texas for more than forty-six years! I have known it intimately for much of that time. I have written about it and have talked about it in every state in the Union with never a thought that I might live to attend a meeting of a Department of the National Education Association in Texas, as I hope to do within the next seven months. Who wouldn't be enthusiastic?

Summer school can be of great service to boys and girls contemplating professional careers. Unless they find some means of shortening their schooling few professional workers can hope to achieve economic independence much before the age of thirty. Telescoping the period of preparation is desirable. —Chicago Tribune.

From Various Platforms

Notable Messages Heard at the Philadelphia Meeting of the National Education Association, June 28 - July 5

Education and Life's Problems

By FRANCIS G. BLAIR

State Supt. of Public Instruction, Springfield, Ill.
President, National Education Association

JOHN G. SAXE, in his six blind men of Hindoostan, illustrates the view of the ignorant man who sees things out of their relations. Each of these six blind, touching only a part of the elephant with his hands, began to protest that the elephant was just like the part which he had come in contact with. The ignorant man, the fool, is always seeing things out of relations. He does not see the aching tooth in its relationship to the lack of care of his teeth. He does not see the pain of indigestion as related to the proper preparation and the proper eating of the food. He does not see the relationship of the dull headache to the stagnant air he breathes. He sees through a glass darkly. He knows only in the most fragmentary way.

The purpose of education is to show the net work of integration which runs through the natural and social worlds. The elephant of life is not made up, as the six blind men would have us to believe, of isolated parts. The problems of science, the problems of the physical body, the problems of daily life, of vocation, of religious faith are all capable of being brought together in a vital, functioning relationship. It is the business of education to create within the individual the power and the means of seeing the cosmic world, the biologic world, the social ethical worlds, in their relations one to the other. It should be the object and result of education that every man and woman should be able to see the relations which exist between those problems which affect the physical body, which affect the relations, which affect ethic and religious relations as a part of a great life philosophy.

The Fight Against Illiteracy

By DOROTHY CANFIELD FISHER

Arlington, Vermont

THE foundations of any democracy are its people; and its only defence is the training given to the hearts and brains and bodies of its peoples. This means that democracy can last on just one condition—that it get everybody educated. This problem makes the one propounded by the Sphinx look like a sum in second-grade arithmetic.

Probably if the founders of our American democracy had had any notion that the country they were founding depended for its very life on everybody's being educated, they would have withheld their hands in terror. But they did not. And we are in for it.

Our first attempt to meet this condition of universal education has been to create universal schooling for the young. We have now spent about a century in the effort to make literate every person in a large country. Such an attempt (even the idea of such an attempt) was, a hundred years ago, new in the history of the world. To say that any idea whatever is new in the history of the world sounds like a monstrous statement. But I don't see that this one isn't literally true.

Well, we have done it, or near enough to call it done. We have struggled over that long dusty stretch of our national journey, and perceive that we have not in the least arrived at the destination which was our aim—namely, an educated citizenry. The road makes one of its unexpected turns before us, and we find ourselves looking down another long stretch. We now see that "making the masses literate" does not at all mean "educating the people." We have only succeeded in forcing upon the young of our race, quite universally, the tools by which modern education may be obtained.

A whole new conception of what education is, what mass education must be, opens before us, daunting, discouraging, difficult—infinitely inspiriting to courageous souls.

The Play Spirit in the Home

By J. W. FAUST

New York City

HAVEN'T we talked about enough of the virtues and vices of the youth of today? Haven't we perhaps overpraised and overdamned them? Through the medium of magazine, press, pulpit, pew, soap box, rostrum, and radio, haven't we passed the saturation point on the whole subject? In fact, hasn't it reached the point where even the most obtuse of the youth of today must recall the old French proverb that "the rooster that throws the most dust hides himself"? Isn't it time that we got back to the major cause of the present symptoms against which we rage? Have we not reached the time when parents should engage in some introspection and searching analysis, and some action upon themselves, not others?

True, the home has changed in the last

twenty-five years and there are many distracting factors introduced to militate against home life, but there can be no evasion of the solemn fact that the ultimate responsibility for the conduct and character of our children rests squarely upon the shoulders of the parents. For, since when have parents and the conduct of parents ceased to influence and mould for good or evil the character and lives of their children? When has that influence even diminished? Are not the children still in the home almost entirely the first five years of their lives? Have these first years ceased to be as vitally formative as they ever were upon the character of our youth? Are children less influenced by the ideals, actions, speech, behavior, and religious life of their parents than formerly? Absolutely not! And what is more, the material made available by doctors, psychologists, hygienists, and teachers for help in child training has not only not decreased the parental responsibility but has increased it. So I say to you that one of the unchanged major factors shaping the predispositions of the child in his plastic years for good or evil conduct when he gets outside the home is the life his parents reveal to him, the home atmosphere they create and the standards of religion, morals, work and social action that their conduct sets for him.

The child needs in his earliest years leadership and comradeship of parents and honest dealing. The "spirit of play" in the home—the joy together in all things, in work, in play, in love, and in worship begets this leadership and comradeship children crave. The parents who will to possess this quality called the "spirit of play" become leaders and comrades of their children and have the greatest formative influence on their lives. The spirit of play is to home life as yeast is to bread, and is essential in drawing and holding children to the home.

Of all times in home life leisure is the great time for its spiritual growth and enrichment. Families should play together both in the work of the home and in its recreation. Hours for recreation should be set aside and planned for—a weekly play night, a monthly picnic or excursion, a playroom in the home, simple home-made play apparatus in the backyard. A sharing of the work in the home, no matter how many servants it has, and a sharing of its recreation in leisure hours All these are essential if family life is to be alluring and attractive rather than dull and vitiating.

It is high time therefore that we parents began introspection and action so that we may weld growing children to the home and not be obliged to bemoan the fact in later years that the children find the home scarcely of secondary interest.

Radio and the Child

By W. E. HARKNESS
Vice-President, Broadcasting Company of America, New York City

THE child in the home can and does tune in to any program that is available and can absorb many things which he would not otherwise hear. Under these conditions it is important that if radio is to accomplish the greatest good for the greatest number it be in the hands of those who realize their responsibility to the listening public rather than in the hands of those who for publicity or other selfish purposes will depreciate this medium of communication.

So far the so-called educational program features have been merely individual experiments. There has been no systematic planning by the broadcasters and educators. Much remains to be done individually and collectively before satisfactory results are obtained. The educator should study the broadcaster's problem and considering the limitations of radio, for it has limitations, assist the broadcasters in developing and presenting programs of sound educational value to the child as well as the adult.

Schools of the Future

By WARREN A. ROE
Newark, N. J.

SCHOOLS reflect the life of the nation. Our industrial and economic life grows increasingly complex and intricate. The schools face the public demand that our pupils live in the present while preparing for the future. Our ancients may cast fond glances to the little one-room red schoolhouse and recall the beloved head teacher of the two or three-room school who was called principal because he had served longest, but these same ancients would scorn a proposal for one-room schools on every city block or perhaps for a teacher in each towering tenement or apartment house, although it might have advantages. Instead, we have the million-dollar city plant or the union school at the cross roads, a slightly smaller replica, with laboratory and shop, domestic science and art rooms, and all the multiple activities which the modern parent and school board demand for the modern child. The principal of today and tomorrow bears the same relative relationship to the principal of yesterday that the automobile plant manager of today bears to the mechanic of yesterday with his one-lung gas engine on wheels.

The schools of the future shall bear a proper relationship to successful business in all

respects. With the public through its most successful citizens fully informed and in favor of adequately financed schools, the political elements will be most anxious to co-operate. It is a question whether the public now is not more willing to adequately finance the schools than school people are cognizant. Perhaps our hardest task rests among our colleagues who think in terms of the setting sun when their faces should be turned to the morning of opportunity.

Meeting the Needs of Children

By MILTON FAIRCHILD
Washington, D. C.

GENETICS proves that heredity is but one factor in the adult personality. Each person inherits the capacity to be several different kinds of adult personality. The influence of the environment is the other great factor. Education is the greatest of the environment influences—in the home, the school and the church. Some plan for character education can be discovered which will suceed in making a real man, a real woman, out of almost every boy and girl. What are the basic elements of any successful plan for character education?

First, classroom organization (moral leadership) 20 per cent. emphasis. We shall have to organize the moral leadership of the children in response to the civilization motive, so that the children of right urges and ideals can help the teacher establish loyalty to right in the class as a social unit.

Second point, children's morality code (wisdom) 10 per cent. emphasis. We shall have to get the children to understand and appreciate the wisdom of human experience in matters of personal daily conduct.

Third point, character projects (habits) 30 per cent. emphasis. We shall have to help them form habits that are the fulfilment of wisdom and justice.

Fourth point, personal influence (guidance) 30 per cent. emphasis. We shall not get character results in their lives unless we bring to bear on the children the personal influence and persuasion of the teachers.

Fifth point, character charts and school records, 10 per cent. emphasis. We shall be working in ignorance unless we know as positively in character education as in intellectual education what individual children are achieving. We must have character record as well as intelligence grades.

Sixth, successful character education will make teaching a great satisfaction and bring general appreciation: (a) Count in home conduct; (b) make school discipline easy; (c) develop earnestness in school work; (d) furnish a high character mass citizenship to the nation; (e) reduce crime to the minimum; (f) increase individual efficiency and general happiness.

Preventing and Curing Illiteracy

By L. R. ALDERMAN
U. S. Bureau of Education, Washington, D. C.

THERE is new stimulation in the field of adult education because of our new leisure and our enlarged environment.

The times call for a new education that will be a method as well as an achievement. Our new leisure may be either a blessing or a curse. Mental hunger is in evidence on all sides. There is an awakening to the fact that mental and spiritual growth gives man his greatest opportunity for service, and, therefore, his greatest happiness.

The Bureau of Education is largely advisory, but the flood of demands upon it gives it large opportunities for service. The Bureau is attempting to stimulate every effort that has for its purpose the mental development of adults.

We must prevent illiteracy and cure it. If we can do it once, it will not return, for illiterate children are, in the main, children of illiterates. To cure illiteracy we need real public backing that will support evening schools with trained teachers. We need functional literacy. There are probably 20,000,000 persons who cannot really read. These should be taught. Smaller production on account of illiteracy costs us millions of dollars per day. Illiteracy makes it impossible to carry on health campaigns, and it is a public menace.

The Bureau is doing what it can to aid university extension service. There are millions of young people who have quit school and who should be reached by this service.

Reform school and prison education is a largely neglected field. Educators must enter this field to protect society and redeem men.

Education for life must be through life. There should be education service stations all along the highway of life.

Adjusting High School Work

By A. J. STODDARD
Superintendent of Schools, Bronxville, New York

IT IS time that we determine just what is the minimum that is worth learning in the high school curriculum, and then assume as our objective that every boy and girl, as far as he is capable, must completely attain that minimum. There are many students in our high schools registered for college preparatory

subjects that ought still to be studying spelling and arithmetic. Those who support our schools have a right to ask that the graduates of our high schools really know what we say they should know. Passing children through our schools from one grade to another "by grace" is unfair to our trust.

Where the pupil-load is not too excessive a high school can be reorganized on such a basis that pupils can progress as individuals. Of course, this should be done in such a way as to provide for the social development of the students as well. In schools where this has been done, it is claimed that more thorough work is being done scholastically, while in addition students develop initiative, a sense of responsibility, an appreciation of the value of time, and a realization that success comes only at the price of hard work.

Character Building Through Thrift

By AVERY J. GRAY
Supervisor School Savings, Los Angeles Public Schools, Los Angeles, California

CHARACTER building, not bank depositing, is the primary and fundamental objective of every truly successful school savings plan. Spreading a better understanding of where money comes from, how it is related to labor and intelligent buying, and how it can be set to work as a means of promoting industry, constitutes the real objective of thrift education.

School savings or "Thrift Education" has taken hold in certain large centres in a way that is causing bankers and educators alike to sit up and take notice. Full co-operation between school executives and bankers is necessary to the success of thrift education in our schools.

Tragedy of Misunderstood Youth

By HON. BROOKS FLETCHER
Representative in Congress, Ohio

IF YOU can persuade the politicians to join the educators of the country in thinking more about the next generation they will not need to worry so much about the next election, and the result will be better for the future of America.

Society's first obligation to the young people of the coming generation is to understand them, mentally, morally, emotionally, spiritually; and that is why eventually there must be a short course in psychology for parents and school boards and a psychological clinic in every public school in the United States.

As one who in the past seventeen years has employed a number of high school and college graduates, and as one who, in his newspaper and platform work, has investigated educational conditions and methods in every state in the Union and throughout Canada, I have been compelled to arrive at the conclusion that there is almost tragic need for a change in many of our educational processes and objectives to the extent, at least, of making it possible for our young people to come out of school better equipped with an education that is marketable and endowed to a greater degree with scientific knowledge of their personalities. Under our present system too many of our young people are being educated beyond their intelligence.

Our present system of examinations as a technique for ascertaining the qualifications of students for advancement must give way to methods that are more scientific, and herein lies one of the greatest opportunities for the psychologist.

Discovering Children's Capacities

By B. D. REMY
Springfield, Mass.

THE Junior High School set for itself, or had set for it, at the beginning a rather comprehensive task. In fact, its advocates collected about all of the criticisms which had been leveled at the upper grades and lower high school, and undertook by the reorganization to answer them. The task was earnestly undertaken and has been enthusiastically pursued. No one would probably be bold enough to claim that all of the objectives for the Junior High School had been successfully attained. Most of us, however, I believe, feel that the education of the children of the Junior High School age has been very much improved, and that with further study, investigation and experimentation still more of the purposes will be achieved.

The main business of any school is to be achieved by and through its curricula or courses of study. Its objectives must be reached largely in connection with them if reached at all.

Perhaps we may say then that a summary of the purposes may read somewhat as follows: A junior high school in any community should have as wide a range of subjects or of subject matter as the community will support, so arranged as to insure a common body of knowledge to all children along those lines needed for the development of common ideals, understandings of purposes, and such differentiation of subjects as will furnish opportunity for individuals to exercise their varying tastes and interests.

It must be held in mind that in all of our attempts to discover more about children's capacities, interests and aptitudes we must give them three years of time. One of the diffi-

culties we face is in seeking to have our courses progressive from seventh grade through ninth grade and yet provide for dropping some and taking up others, without loss of progress in time and yet keeping a reasonable standard of achievement for progress through the school.

On the other hand in our attempt to have the three years mean three years of progress in education for the child, we face the fact that we are to furnish him the opportunity to choose and try as many educational experiences as are likely to be of assistance to him in selecting his future education or occupation, and that in all of this we are seeking to assist the child and parent to discover those abilities and qualities which will be most useful to him both in his future education and in life after education.

Utilizing Special Gifts

By FLORA E. DRAKE
Assistant Superintendent of Schools,
Indianapolis, Indiana

CHILDREN bring to the school their offerings. They lay upon the classroom altar these special gifts—immaturity, or the power to grow; initiative; a creative spirit; curiosity; activity; joyousness; and a dependence, involving unlimited faith in man and God; saying: "Take these, teacher, use them in helping us to grow strong, increasing in wisdom and stature and in favor with God."

Today, teachers and parents in all sections of our country are striving to give children an education. They think of the race achievements in knowledge and skills as desirable possessions to be acquired by children through study.

Education is still interpreted in terms of subject matter, if practice is the criterion. Theory says: "Education is growth." Growth is not something done to plants, animals and human beings; it is not something they acquire; it is something they do.

Every child has individual tendencies, latent powers, potentialities, capacities, capabilities, which appear and grow in a favorable environment. Heredity acted upon by environment produces the individual. The teacher's work along with that of administrators and supervisors is to supply the proper conditions to insure growth.

One law of growth is that of exercise. If children's special gifts grow, they must be used. In far too many places these natural instincts of growth stirring within are wholly disregarded or treated as obnoxious traits not in conformity with certain external standards of the school.

Utilizing children's special gifts is not a difficult task, 'tis the natural way of teaching.

Children live in the present; they are not interested in the future except that close at hand—"tomorrow," "next week." To them the future has no stimulating or directing power except as present activities tend to extend into the immediate future. The stimulus to healthy work resides in the situation with which they are actually confronted. The teacher who has sufficiently keen insight into the nature of each child so that she can bring about naturally problems that children enjoy solving because they call forth latent powers and allow the creative spirit within to operate, is the teacher who finds continuous joy in service in working with the current of happy, spontaneous activity of child life.

Ethics of the Profession

By SARAH T. MUIR
Lincoln, Nebraska

IF A CODE of ethics for the teaching profession is to become rooted in practice, that code will have to be formulated by the teachers themselves.

The difficulty with many of the existing codes is that the committee which drafted them is too often the only group that ever gives them serious consideration. They are likely to be put into cold storage for the beauty of their phrasing rather than to be put into practice as an everyday guide to conduct.

Making a code is in itself the great good. Teachers by the very nature of their profession are, in the main, actuated by high motives. When they begin to collect and classify examples of unethical procedure, their own conduct passes in review and they find themselves building afresh a code in conformity with their new view of what constitutes the highest ethical conduct.

Ideals Acquired, Not Taught

By C. V. COUNTER
Flint, Michigan

THE acquiring of a technique of character development is the supreme problem before high school principals today.

We need only to review the increasing train of serious social problems growing out of the tremendous complexity of modern life to know that the very life of the nation itself is contingent upon the ability of existing institutions to develop right-mindedness and socially satisfactory behavior in the citizens of tomorrow. If America is to be made "safe for democracy," it must be largely because the high schools of America and its colleges develop staunch character in the nation's future leaders.

Ideals cannot be taught. They are acquired as the student gradually organizes his experiences with his social environment into princi-

ples of conduct. It is the business of the school to control the type and range of the student's experiences. The staunch charactered individual is the one who out of his social experiences has developed a supreme or master principle of conduct, and who acts habitually in the light of this principle. When the school regards itself as a community of young Americans in training for the high privileges of adult citizenship and seeks to develop a high type of active and constructive school citizenship which has for its motive power the ideal that the individual's supreme allegiance is to his school, that his supreme privilege is to contribute his best service to the life of the school, and that his supreme loyalty is to the ideals and traditions of his school, that school is carrying on a sound program of character education.

Thrift in Everything

By FLORENCE BARNARD
Brookline, Mass.

EDUCATION should create a desire for knowledge so that it may continue for life. As it is, education in school is a cramming process, resulting in too many cases of mental indigestion. It is a nightmare for many a conscientious but slow pupil. Extra curricula activities have relieved the unbearable strain on the one hand, but have increased the tension on the other, since what is humanly possible to accomplish in a given time has been left out of the reckoning. Budgeting time is a necessity to reconcile the requirements of home and school.

Reports from teachers all over the state indicate that, where the thrift idea is being stressed, there is greater care of books and school property. Stressing thrift of time has led to fewer discipline problems for some, and continual emphasis on thrift of time and health cannot fail to bring about more regular attendance, and fewer cases of repetition of the year's work, which has been an unnecessary burden of expense to taxpayers in many cases.

Significance of Commercial Training

By HAROLD B. BUCKLEY
Supervisor of Commercial Education, Philadelphia Public Schools

FIFTY-THREE per cent. of our boys and girls drop out of school during the ninth year. Because of this, the only commercial training which most of them get is in the junior high school.

Approximately one per cent. of the commercial workers in business under eighteen years of age may be properly classified as bookkeepers, yet, practically, all commercial students devote much time to bookkeeping. Likewise surveys show that not more than two per cent. of business workers are stenographers, yet the majority of commercial pupils study shorthand.

General clerical positions offer better opportunities for advancement and furnish employment to a larger proportion of our commercially trained young men and women than do bookkeeping and stenographic positions. Most young people sense the need for more of what may be called a "general business training" as distinguished from "special training." Today, the so-called full-fledged bookkeeper is but one of many office workers doing one or more specific tasks. A number of general clerical positions afford opportunity for advancement comparable with bookkeeping or stenography. A first-class file clerk will be promoted over the head of a third-rate stenographer, and a superior "general clerk" will soon leave the mediocre "bookkeeper" far behind.

Classroom Teachers and Curriculum

By JAMES F. HOSIC
Teachers College, Columbia University, New York City

IN ODER to discover the relation of the classroom teacher to the curriculum, it is necessary to inquire what we mean by "curriculum." In the narrow sense it means an organization of materials for lessons to be studied and recited. In the broad sense it means a selected body of controlled experience to be provided for the education of children.

The classroom teacher has much to do with the curriculum in each of these senses. In the latter particularly she is in reality the determining factor. If she has a clear perception of the true nature of educative experience, she finds ways and means of enabling it. She realizes that in fact children educate themselves. Her task is to supply the proper conditions.

Classroom teachers have shown remarkable progress in recent years in the matter of evaluating and guiding the activities of children. The better teachers no longer follow the textbook. They adapt it to their plans of work. They regard their pupils, moreover, not as mere recipients but as active agents in planning and carrying on. The result is a new and more vital type of school.

The Preparation of Teachers

By JOSEPH ROSIER
President of State Teachers College, Fairmont, West Virginia

THE teaching profession should be characterized by a great devotion to the childhood of our land.

To the classroom teacher is granted the rare opportunity and the tremendous obligation of

shaping and directing the lives of the young. I cannot conceive of a profession of teaching which will not be moved in all of its activities by a sincere purpose to serve the best interests of boys and girls.

The new profession of teaching is composed mostly of the modernly equipped, active sympathetic classroom teachers who will enter fully into the spirit of co-operation. They co-operate with each other and with administrative authorities and in all movements for the advancement of education. There should be no place in a great group of men and women engaged in the vital work of education in this country for group antagonism. The spirit of loyalty and co-operation is necessary not only for the development of our educational system, but also for the development of the profession of teaching. The great body of classroom teachers should always be actuated by this spirit of co-operation.

Classroom teachers of the country should be conscious of their professional obligations and they should especially feel their responsibility in setting up standards for admission to the profession of teaching. I look forward to the time when all of the teachers in the classroom of the country will be professional teachers in the broadest sense of that term.

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HORSFORD'S ACID PHOSPHATE

Heartening Rural Communities

By EUGENE FAIR

Kirksville, Missouri

SEVEN important findings about rural schools and their relation to teacher training institutions have been made by the teachers' colleges.

First, there must be a thoroughgoing acquaintanceship with people as individuals and communities.

Second, this acquaintanceship has led inevitably to a sympathetic understanding.

Third, with acquaintanceship and understanding comes the opportunity of the college to take leadership. There is no more important thing to be done than to hearten the rural communities and get them to have a firm belief in their own capacity to have as good a school as any community.

Fourth, the teachers' colleges have found out that they are largely judged, and should be, by the teachers they send to the rural communities—hence the need for definite curricula for the rural teacher—one of scope, power, and dignity and one which cultivates versatility and resourcefulness.

Fifth, through the country there must be in rural communities a larger unit in both taxation and administration. Most of the one-room rural schools should go—hence constructive efforts should be centred on consolidated schools.

Sixth, each teachers' college which prepares teachers for the rural field should have enough demonstration schools in the rural communities to illustrate all types of work.

Seventh, teachers' college faculty members should co-operate with, supervise, and encourage the teachers they have sent out. This co-operation should be so close as to aid in the personal advancement of the teacher. A good illustration of this is seen in the co-operative library work.

Schools and National Progress

By E. RUTH PYRTLE

Lincoln, Nebraska

OUR national progress depends more upon our schools than upon any other one factor in our national life.

The quality and character of the schools is determined more by the kind of teachers than by buildings or equipment.

Sound teachers' retirement legislation safeguards the educational interests of the state by retiring teachers at an age when they no longer can do their best work.

Such legislation makes teachers more efficient while teaching because they are not worried about their future in old age.

Twenty-three states already have good state-made laws. About half the remaining states have laws that apply to certain city systems only. The rest of the nation is looking forward to eventually passing sound retirement laws in the interests of the welfare of the children of America.

Treatment of Individual Differences

By ROBERT M. COMING
Superintendent of Schools, Trinidad, Colorado

THE most challenging problem of modern education is the treatment of individual differences among school children.

Schools formerly required all children to complete the same course of study. For some, this course was entirely too simple; for others it was so difficult that nothing but failure met their efforts. In the light of intelligence test results we must provide an increased and enriched curriculum for brilliant students and a much limited curriculum for dull and defective students. Courses of study must be adapted to the capacities of children so that their efforts may meet with success and their minds be properly stimulated.

High schools in the past have been for the selected few who, by reason of unusual ability, could meet the demands of elementary school courses. Now our high schools must offer differentiated courses so that children of limited ability may progress through the high school upon limited curricula requirements and be graduated at the end of four years.

The doors of our secondary schools should be opened to all. The halls should witness students of all degrees of ability developing through the performance of tasks commensurate with their various capacities.

Objectives of Junior High Schools

By PHILIP W. L. COX
New York University

THE unique challenge to which the junior high school is a response is the challenge of adolescent youth. What can we do to prevent this wholesale failure and loss of children from our schools at the very beginning of adolescence? The out-standing answer to that challenge has been the development of a new school unit, the junior high school.

Approximately two million boys and girls will be entering the seventh grade of all our public schools next September. Whatever the precise numbers, they are everywhere the same unspoiled little folk, happy, lovable, playful—but very serious in their play. In three years these two million children will have grown tall and put on the insignia of young manhood and young womanhood. In the behavior of these youths at fifteen—that is, in successive waves of them—lies the success or failure of our democracy.

What is the junior high school? Fundamentally and potentially the junior high school is a whole generation of children who come at late pre-adolescence into a socialized, creative environment wherein sympathetic, intelligent leaders can set the educational situations. In these situations children are encouraged to deal with real problems of government and finance, of individual and community sanitation, may read and sing and study and build in a spirit of playwork. In this ideal community each one will find his work, work for which he is adequate and in which he finds satisfaction. Then failure will cease to be!

Such a generation of twelve to thirteen-year-olds has within it the potentialities of just such a stodgy, stupid, tradition-bound adulthood as ours is; it has within it the power to blow our social structure to smithereens; but it also has within it the potentialities of the millennium. And nothing less than the millennium is our goal!

Curriculum progress will be made by those intelligent and adventurous teachers and children and administrators of junior high schools who work out their education empirically and realistically. Not subjects to be taught, but provisions for attaining educational objectives constitute the curriculum. We are called to be pioneers creating educational practices anew in a frontier social institution; we have in our keeping a precious social mutation. We must depend on ourselves vigilantly. The taboos of conservatism and respectability will get us, "if we don't watch out!"

The Man With the Chip

He always has something to grumble about,
Has the man with a chip on his shoulder;
The world to the dogs is goin', no doubt,
To the man with a chip on his shoulder.
Nobody is honest, nobody is square,
He finds traps to "do" him were laid everywhere;
Nobody he meets with will deal with him fair,
Thinks the man with the chip on his shoulder.

He looks out for trouble as farmers do for rain,
The man with a chip on his shoulder;
He searches every pleasure to find hidden pain,
The man with a chip on his shoulder.
The clouds are too dark or the sun is too bright,
No matter what happens it never is right;
When peace is prevailing he's spoiling for a fight,
The man with a chip on his shoulder.

The deed may be right, but he thinks it is wrong,
The man with a chip on his shoulder.
He is sure right and honor are bought for a song,
The man with a chip on his shoulder.
He thinks he's the champion mankind most needs,
That the world is dependent on him and his deeds;
But he's the worst pest that society breeds—
The man with a chip on his shoulder.

—Industrial Peace

EDUCATION IN ACTION

College Education For $110 a Year

Figures gathered by the board of Christian education of the Presbyterian Church show that a year's instruction at one institution under the control of that denomination can be obtained for $110. The school in question is Blackburn College, at Carlinville, Ill., and the figure quoted includes tuition, board, lodging and all fees. Park College, Parkville, Mo., runs a close second with a minimum of $140 a year. Students work three hours each day in the self-help department to make this low rate possible.

16 Retired, Have Taught 702 Years

Connecticut state teachers' retirement board has retired sixteen teachers in that state after their having given a total of 702 years to teaching service in the schools of the state. Their periods of service vary from thirty-five years to the fifty-six years just completed by Miss Dora E. Osborne of Danbury. There is but one man in the group, George D. Northrup of Danbury, who has taught fifty years. The average age of the retiring teachers is sixty-six years, the youngest being fifty-eight and the oldest seventy-two. The largest retiring allowance granted is $92.81 a month.

American Tourists Educate London Bobbies in History

London policemen have been taught by American tourists a lot about historical and literary shrines in the city. A tourist seeking information about the sights of Southwark was surprised at the bobby's knowledge of the place. When asked how he acquired it the policeman modestly answered: "Oh, it's the American, sir. I didn't know anything about the neighborhood when I came here, but they come round asking questions and telling how this body or that lived or died or did something here or there. They've taught me all I know about my own district."

German Men Crowding The Cooking Schools

German men, both single and married, in their anxiety to learn to cook for themselves, are flooding cooking schools of Berlin with applications for entrance this year. Women cookery teachers say that at first men seem to have "fingers all thumbs," owing to their lack of early home training. But they quickly surpass female pupils in acquiring general proficiency, being as a rule much handier in using labor-saving devices at which many women still look askance.

Pupils Suffer From Physical Defects

A recent examination of more than 2,500 pupils in the kindergartens and first grades of the District of Columbia showed that ninety-one and one-half per cent. of them were suffering from some physical defect. According to the district health department the outstanding defects found were poor decayed teeth, enlarged tonsils, enlarged cervical glands, poor nutrition, defective nasal breathing, defective vision, orthopedic defects, nervous defects, speech defects, pulmonary diseases, defective hearing and cardiac disease. A statement issued by the department said: "It is evident from these findings that a large percentage of the pupils entering school are seriously handicapped by physical defects urgently in need of correction."

Texas Censors Biology Books

The anti-evolution law in Texas, one of the four states to decide by act of Legislature that the Book of Genesis is a better authority than Darwin's "Origin of Species," has already reached a censorious hand into two New York publishing houses. One of the two firms altered textbooks on biology for Texas schools to the extent of throwing out three whole chapters of Moon's "Biology for Beginners." The word "evolution" has been changed to "development," and the theory of man's arboreal ancestors has been squelched. All the changes were made at the "request" of the Texas State Textbook Commission. Oklahoma, Mississippi and Tennessee also have enacted laws against teaching the more recent findings of science.

School Library Standards Outlined

To serve its purposes adequately the school library should measure up to the standards stated in the following definition, according to Adeline B. Zachert, director of school libraries for Pennsylvania: "The high-school library is a carefully selected collection of books, periodicals, pamphlets, clippings, and illustrative material, chosen to meet the needs of the average high-school student, organized according to modern library methods by a full-time trained librarian. This library has a spacious and attractive reading room; it is maintained by adequate annual appropriations, and it is used by every department in the modern high school for information. It is the headquarters for many reading clubs; it is used for classes trained by the librarian in the use of the library reference books and tools; it becomes the social centre of the school."

A Real Linguist

Knowledge of thirty-six languages and 240 dialects is credited to Tassilo Schultheiss, professor of the University of Posen, Poland. He is regarded as one of the greatest linguists in Europe today. Few people in Posen know him, for he leads the life of a recluse. Snow-white hair—he is only thirty-eight years old—heightens the unusual character of his appearance.

Nine Years for Engineer Degree

Nine years will henceforth be the minimum time in which the degree of engineer may be won from Lehigh University, President Charles R. Richards has announced. Beginning with the entering class next Fall, the usual four-year course will lead to the degree of bachelor of science in the various branches of engineering. Five years of acceptable practical experience in responsible charge of work after graduation and the submission of a suitable thesis will be required before the university will stamp a candidate as a full-fledged civil, mechanical, electrical or chemical engineer.

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RICHMOND VIRGINIA

England the Place To Learn English

Sir John Tilley, British ambassador to Japan, in an address to students of a Tokio graduating class declared that "with all respect to our American friends," the proper place to learn the language is in England, "where the language was formed." While England's English is not to be compared to America's English, Sir John said, continued friendship between Great Britain, America and Japan is absolutely necessary for the general welfare of the world.

Enlarge Faculty at Norwich University

Enlargement of the faculty of Norwich University for the coming year has been made necessary by an increased demand for courses, it was announced by Dean H. R. Roberts. To the twenty-five members who comprised the academic teaching staff during the past year, three will be added next Fall. The English, biology and electrical engineering departments benefit by the additions. With the eight army men who teach military subjects to the cadets, the total membership of the Norwich faculty will number thirty-six. This gives an average of one professor for eight students in an enrollment that is slightly less than 300.

Plants $1,000 to Blossom in Century

As a memorial to his son, the Rev. W. G. Fletcher of Fresno, Cal., started a million-dollar endowment fund for Candler College, Havana, by depositing the sum of $1,000 with the board of education of his church. The money with accruing interest is to be held by the board for 100 years, when, the Rev. Mr. Fletcher estimates, it will amount to $1,024,000. It will then go toward the support of the college he helped to found.

Schools Serve To Link Friendship

Expressions of cordial international relationship among the Latin American republics have been unusually frequent of late. Presentations of flags, medals and books have been made by school children of one country to the schools of another; visits have been exchanged by professors and students of higher institutions and in a number of instances schools in one country have been named for another country. On the occasion of the centenaries of independence of Bolivia and Uruguay two large elementary schools in Rio de Janeiro were named with impressive ceremonies the Bolivia School and the Uruguay School, respectively. Colombia has named a school for Argentina, and in Argentina schools bearing the names of sister republics help cement the friendship between that country and Mexico, Colombia and Costa Rica.

Guards in Uniform Patrol Examinations

Municipal guards in full uniform and with bayonets at their sides were present at the matriculation examinations of the Sorbonne University in France to see that there was no cheating. The students were told it was merely for economy that the Republican guards were being used. Their pay was less than that of professors or school teachers usually engaged to proctor at examinations. There were many rumors, however, that the faculty action was induced by reports that a manifestation was on foot like that of last year.

Men Teachers Needed In English Schools

In spite of the fact that men do not like to serve under women headmistresses in British schools, the latter admit that men teachers are necessary. Mrs. K. Ulph, headmistress of Gordon Memorial School, says men teachers are "more competent with boys," and Miss A. Tosin, headmistress of Princess Frederica school, agrees that men teachers are indispensable. Many men teachers serving under women headmistresses acknowledge the capacity of certain individual women, but support the view of the Schoolmasters' Association that the practice of having women for headmistresses in schools for boys should be discouraged.

Best Lip Reader Is a Teacher

Miss Margaret Crawley, teacher at the William Penn High School, Philadelphia, was acclaimed the champion lip reader of the United States as the result of a contest in the Quaker City. The only male among the nineteen contestants was so nervous that he made a poor score.

Rapid Increase Shown In Higher Institutions

Registration in 913 colleges, universities and professional schools of the United States increased nearly six times as rapidly as population in the thirty-four years from 1890 to 1924. From 121,942 in 1890 the number of students in these institutions mounted to 664,266 in 1924, a growth of 445 per cent., as shown by statistics compiled by the Bureau of Education. Meanwhile population increased only seventy-eight per cent. The number of professors and teachers in colleges, universities and professional schools of the country, exclusive of instructors engaged in preparatory departments, jumped during this time from 10,762 to 51,907.

Lapland Girls Seek English Education

Eager for knowledge of the outside world, Lapland girls in Sirma, near the border of Finland, are enthusiastic students in the Y. W. C. A. traveling school, according to a report from Froken Braathen of the World's Y. W. C. A. with headquarters in London. To reach the girls of Sirma, the teacher of the winter school traveled sixty miles in an open sled on a frozen river. Many of the girls had difficulty in reaching the points where the traveling school made temporary stops. For the summer course two young girls traveled more than 100 miles in a rowboat. The courses include handicraft, cooking, anatomy, nursing, and first aid.

University of Illinois Bars Students' Autos

Believing that the student operation of automobiles is detrimental to scholastic standing and contributes to moral delinquency, the Council of Administration of the University of Illinois has announced a regulation barring the practice after September 1.

Spanish Teachers Going to Morocco

Spanish teachers are being recruited to go to Morocco to teach the Moors to read and write, cultivate the soil and avert disease. In the new policy of Spain the sword is to be replaced by education.

Finland Teachers Demand Raise

Teachers in Finland are conducting an active campaign for improvement in the salary schedules which apply to them, according to Alfred J. Pearson, United States Minister at Helsingfors. They demand that they be placed upon the same level with certain other state employees; namely, train conductors, railway telegraph operators, track foremen, station watchmen and track watchmen.

Difficulties of Attending School Are Measured

Of 1,046 town pupils attending Winfield, Kan., High School, 931 walk from one to thirty blocks going to and returning from school, 43 use bicycles, 14 travel by street car and 58 by auto. This does not include 103 pupils from surrounding territory, who travel an average of 5.2 miles five days a week to attend this high school.

TREND OF THE TIMES

Jerusalem Gets Its News by Radio

Quick and cheap news service is now available to Hebrew newspaper offices at Jerusalem since the introduction of radio news from the European capitals. Two enterprising radio enthusiasts have formed what they call a radio news bureau, and tune in on Rome, Berlin, Moscow, Paris and London daily. With the aid of an amplifier and a stenographer, the news is transcribed into Hebrew and flashed to the newspapers, and publication follows a few hours later than in London.

Want Constitution In Plain English

A revised version of the United States Constitution, substituting "plain everyday English" for words the meaning and spelling of which have changed, is desired by members of the supreme grand chapter of the Black Knights of the Camp of Israel. This was decided at their recent meeting in Philadelphia in connection with the Loyal Order of Orange.

May Be Kept Out of World Court

In connection with the entry of the United States to the World Court it has been disclosed unofficially in Washington that the Department of State is getting reports from American ambassadors and ministers abroad that the reservations provided for by the Senate in connection with participation by the United States are such that it is probable that they will not be accepted by some of the nations signatory to the protocol. Especial objection by League of Nations powers is made to reservation number five, which gives the United States a veto power over advisory opinions.

Worms Size of Hairs Killing Giant Trees

Millions of worms, the size of inch-long hairs, are attacking trees in Peninsula State Park, near Sturgeon Bay, Wis. So deadly to giant vegetation are these tiny worms, their identification as yet unfixed, that drastic measures are being taken for their eradication. In an effort to save the nearly five hundred acres of hemlock forest, an airplane loaded with calcium arsenate powder is to scatter its cargo among the topmost branches as it flies over the trees. Other efforts to counteract the worms have been unavailing. Six tons of the powder are at hand for the battle against the worms which have destroyed something like six million feet of lumber this spring.

Development of European Air Lines

The extent to which European commercial air lines have developed is well illustrated by a recent air tour made by a party of European journalists. In a week's time, with a daily average of 400 miles, they visited Great Britain, Holland, Denmark, Germany, Austria, Switzerland and France and they had time to do some sightseeing in important cities. This trip was made on established commercial lines and not by special planes. The journalists found Germany has taken more definitely to the air than any of the other countries visited. The fares there for flights are just the same as for first-class railway travel, while elsewhere on the tour the rates are from ten to fifty per cent. higher than for railway travel.

Dry Fund Aids Prohibition

Wayne B. Wheeler, general counsel for the Anti-saloon League, testified before the Senate committee investigating campaign funds that approximately $35,000,000 has been spent by the League to further prohibition. He explained that this amount was independent of funds raised for the same purpose by the forty-eight state organizations. These state disbursements he estimated at between $100,000 and $200,000 a year. Most of the national League's money was spent in the years before adoption of the eighteenth amendment. Between 1920 and 1925 he declared that the national body spent $3,500,000.

Found Few Real War Frauds

Rumors of wholesale frauds in connection with war-time contracts have not been substantiated. A special section of the department of justice, organized in 1922 to investigate these charges, now reports that it has found little evidence of actual fraud. It did, however, uncover quite a few cases of "mistakes" made in contract settlements and in sales of government property. All of these cases have now been settled through mutual agreement. The work of the probers has been completed and their organization passed out of existence as a special section July 1. Congress appropriated $2,700,000 for the investigation and over $370,000 remained of this fund.

British Statistics on World's "Best Seller"

The British and Foreign Bible Society reports that in 1925 no fewer than 1,744,600 copies of the Scriptures were distributed in England and abroad. Missionaries in Africa, China and elsewhere made use of huge shipments. In China there were circulated 385,700 copies despite the revolution. To date the Bible has been translated into 827 languages. The end is not yet in sight, for in the first quarter of the present century 260 languages were added to the total as it stood at the end of the nineteenth century, and every year finds other languages entering the list.

Making Study of Currency Paper

The average life of dollar bills having decreased to six months and the cost of annual replacement having mounted to $4,000,000 the bureau of standard is now making a study of means for improving the wearing quality of paper currency. The use of paper currency has increased threefold in the last fifteen years. These conditions required the manufacture of more than 1,000,000,000 new bills annually to replace worn-out currency. The chief contributing factors to the decreasing life of paper money are its increasing rapidity of circulation and increasing carelessness in the handling of it.

Federal Dry Net Is Spreading

Federal dry enforcement seems to be speeding up. In one month agents seized over 1,000,000 gallons of liquor. In the past eleven months 70,000 bootleggers and others were arrested. About 1,000 stills are destroyed each month. An average of fifteen rum-running autos are confiscated each day. Property confiscated since July, 1925, is valued at $10,000,000. An army court-martial held that dry agents are privileged to invade army posts. The federal dry office warns its agents against use of firearms except as a last resort. Since prohibition became effective there have been 141 killings connected with it—92 civilians and 49 dry officers.

The BOOK TABLE

OUR ENGLISH BEGINNERS' BOOK. By Mary Fontaine Laidley, Lincoln School, Teachers College, New York. Cloth. 128 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

There is always a place for something attractively different, and despite the multitude of ingenious devices for an introduction to learning to use good English Mary Fontaine Laidley has something that at the same time fascinates little people while correct usage grips them permanently. The plan is so simple that the wonder is that it has not been utilized a thousand times. It is just a charming story using capital letters and periods, exclamation marks and question marks, "sit, sat, set," "saw and did," and many other worth-while facts in correct English in one story after another. There are beautiful pictures used in the story as it ambles along.

NATIONAL SPELLING SCALE FOR SENIOR HIGH SCHOOLS. By John J. Tifton, assistant superintendent, Allegany County, Maryland. National Publishing Society, Mountain Lake Park, Maryland.

In this day of much newness there is no excuse for surprise at anything new, but when there appears something new that really should have been known a century ago one can but be surprised, and this is the case with Tifton's new scientific spelling scale that measures the ability of senior high school pupils to spell in sentences, which is the spelling ability demanded by the social and business world. It is based on thorough research and extensive investigation. Reliable standardized norms are given. Spelling ability is interpreted in terms of years and months, ranging from fourteen years to nineteen years ten months.

This scale should be of great service in knowing the real trouble with a high school senior's inability to spell.

INDUSTRIAL HISTORY OF THE UNITED STATES. By Louis Ray Wells, Mechanic Arts High School, Boston. Revised Edition. Cloth. 615 pages. New York: The Macmillan Company.

Mr. Wells has had a vital part in making the Mechanic Arts High School of national importance in featuring the solution of industrial problems through public school education. He has always had an historical setting for all of his philosophy of education. He never treats symptoms or experiments with tricks or short cuts. He always faces the problems squarely and seeks to eradicate the cause producing the problem. He never fails to appreciate that immigration is a vital factor in all problems. He also recognizes that in industrial problems labor and finance are crucial conditions and that no industrial problem is solved so long as there is labor-financial warfare.

The author realizes that each group of problems, such as agriculture, textile mills, steel plants, anthracite and bituminous coal mining, rail transportation, inland and foreign commerce, has its own problems and cannot be dealt with as though there were no conflicting problems.

This book is admirably adapted to class use in high school, but what is really of more concern, it has a wholesome tendency to establish community morale.

OPPORTUNITY AND ACCOMPLISHMENT IN SECONDARY EDUCATION. By Paul H. Hanus. Inglis Lectures in Secondary Education. Harvard University Press.

To honor the memory of Alexander Inglis, 1879-1924, his friends and colleagues gave to the Graduate School of Education, Harvard University, a fund for the maintenance of a lectureship in secondary education. To the study of problems in this field Professor Inglis devoted his professional career, leaving as a precious heritage to his co-workers the example of his industry, intellectual integrity, human sympathy, and social vision. It is the purpose of the lectureship to perpetuate the spirit of his labors and contribute to the solution of problems in the field of his interest. The lectures on this foundation are published annually by the school.

In the Foreword Dr. Hanus says: "Two reasons impelled me to accept the invitation of the committee in charge of the Inglis Lectures in Secondary Education to deliver the lecture this year.

"My first reason is founded in the tribute of Dean Holmes to Professor Inglis at the memorial exercises in honor of Professor Inglis in May, 1924. Dean Holmes said: 'The sense of our personal loss must indeed be heavy upon us; but we are gathered here to express our confidence that the work he did was significant and to confess our obligation to carry it on.' And again: 'Let us determine to devote ourselves, in the broad unselfish spirit in which he worked, to the solution of educational problems, and to the building of a science and philosophy of education upon foundations unshakable.'

"Although not a specialist in secondary education, I was glad to attempt, however imperfectly, 'to carry on' in the sense given to those words by Dean Holmes.

"My second reason is this. In attempting to contribute my bit to the work which death prevented Inglis from carrying on, I feel myself, once more, associated with my friend and colleague in the work which we both loved, and in which he led."

In this lecture Dr. Hanus makes an important contribution to the consideration of "Opportunity and Accomplishment in Secondary Education." Indeed it is the most important brief contribution that any one person has made. Dr. Hanus was keenly alive to the strength and weakness of the educational functioning for several years. In many respects he was a distinct leader, and while secondary education was not his major his professional educational service made better secondary education inevitable.

Dr. Hanus so magnified President Eliot's insistence upon the enrichment of the work of the seventh, eighth and ninth years that the junior high school was really in germ long before the name was born.

It is also of surpassing interest that the "Inglis Lectures in Secondary Education" are responsible for this notable address by Dr. Hanus.

"CHRONICLES OF LITTLE TOTS," "Little Songs for Two," "Uncommon Common," "Impertinent Poems," "Rimes to Be Read." By Edmund Vance Cooke. New York: Dodge Publishing Company.

Edmund Vance Cooke has had high public appreciation for many years, and has been as attractive to men and women as he has been bewitching to children. James Whitcomb Riley wrote for children and Eugene Field wrote about children, but Edmund Vance Cooke writes for children and about children with equal ease. Indeed he writes as a crusader and as a promoter as naturally as birds call to their mates.

Edmund Vance Cooke's verse has always had a purpose, is always a wholesome, soulful message. Verse writing with him has been a mission and the art has instinctively responded to his thought. Most of his writing has been born of some real call for a compelling response to the need of the day.

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GRINS BETWEEN GRINDS

More English by Ear

Teacher—"Give me a sentence with the word 'analyze.'"

Small Boy—"My sister Anna says she never makes love, but oh, how Analyze."—Satyr.

Something Wrong

Bridget—"There's a man at the door with a parcel marked C. O. D."

Mrs. Newbride—"Tell him to take it back at once. I ordered salmon."—From Tid-Bits, London.

Grabbed Her Sheepskin

A young woman who came to Columbia to take her degree of doctor of philosophy married her professor in the middle of her second year. When she announced her engagement, one of her friends said:—

"But, Edith, I thought you came up here to get your Ph.D."

"So I did," replied Edith, "but I had no idea I would get him so soon."—Everybody's Magazine.

Preference and Passion

Teacher—"Do you understand the difference between liking and loving?"

Willie—"Yes, ma'am; I like my father and mother, but I love pie."—Ayer's Almanac.

Obviously Impossible

"Henry, it's raining cats and dogs. We must lend Mrs. Whitaker an umbrella, or she will get drenched going home."

"My dear, it's impossible. The only umbrella we've got has her husband's name engraved on it."—The Outlook.

Didn't Have the Price

Returning home from the dentist's where he had gone to have a loose tooth drawn, little Raymond reported as follows: "The doctor told me 'fore he began that if I cried or screamed it would cost me a dollar, but if I was a good boy it would be only 50 cents." "Did you scream?" his mother asked. "How could I?" answered Ray; "you only gave me 50 cents."

Hook Worms

Freshie—"Are all teachers bookworms?"

Senior—"Yes, all but geometry teachers."

Freshie—"Well, what are they?"

Senior—"Angle worms."

A Modernist

Teacher—"You'll have to stay in after school and learn your geography lesson. You didn't locate a single one of the cities."

Willie—"I can't locate them, but I know how to tune in the whole blamed lot."

Out of Date

Correct this sentence: "Daughter will soon be home from college," said the mother, "and she'll be a great help around the house."—Columbia State.

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Eleven-Year-Old Plowmen

Young children are still employed disgracefully long hours in many industries—notably in agriculture.

Picture an eleven-year-old boy beginning to plow at 5 a. m. in the tobacco field and continuing for twelve and one-half weary hours. That is typical of the tobacco country, and according to the investigators of the Federal Children's Bureau, North and South are equal offenders against youth's right to grow.

The proposed Child Labor amendment failed because experience with prohibition made public opinion hostile to every effort to increase the authority of the central government.

The rejection of the federal amendment, however, did not signify the desire of the American people to employ children who should be at school or at play if they are to develop normally.

It merely referred the question back to the states and there it now rests.

The premature employment of children in manufacturing establishments has been almost ended. Farmers, on the other hand, may in many states work their children as they will even though twelve hours in a tobacco field is just as stunting as employment in a textile mill. Massachusetts, Connecticut, Kentucky, Virginia and South Carolina are equally derelict.

Since federal legislation has been abandoned, in good faith the various states must protect their own.—Exchange.

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BY BERTHA B. AND ERNEST COBB

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Meetings To Be Held

JULY.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary, State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson. Miss W. D. Hopper, University of Georgia, Athens, Ga.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

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